

<p>K-5 Lesson plans</p>	<p><u>KDOE: Practical Living (P.E.): Academic Standards 2.34:</u> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u> Students effectively use interpersonal skills. (K-5th)</p> <p><u>KDOE: Practical Living: Academic Expectations:</u> (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5th)</p> <p><u>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</u> Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p><u>KDOE: Vocational Studies (Career Studies): Academic Expectations:</u> 2.36: Students use strategies for choosing and preparing for a career.</p> <p><u>KDOE: Practical Living (Health): 2.32:</u> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2nd)</p> <p><u>KDOE: Practical Living (Health): 4.1:</u> Students effectively use interpersonal skills. (3rd-5th)</p>	<p><u>Vocabulary:</u></p> <p>nonviolence Kin-ball, Omnikin, defense, serve, fault, 1st degree, 2nd degree, 3rd degree burns, fire safety</p>	<p><u>Learning Targets (relate all targets to real life):</u></p> <p>P.E.: I can perform physical movement skills correctly. (K-5th)</p> <p>Health: I can give an example of ways to exercise with my family. (K-5th)</p> <p>Health: I can give an examples of how we can demonstrate nonviolence (K-5th)</p> <p>Health: I can give examples of what to do in a fire. (K-2nd) I can explain the difference between the different degrees of burns.</p> <p>Vocational Studies: I can give an example of a career from the Law, Public Safety, Corrections, and Security career cluster (Fire Department). (K-5th)</p> <p>P.E.: I can work cooperatively and use the Kin-ball in a variety of locomotor movements. (K-2nd) PL-P-PS-S-1</p> <p>P.E.: I can work together as a team and demonstrate how to play the sport of Kin—ball. (3rd-5th) PL-4-PS-S-4</p> <p style="text-align: center;">Tuesday-Thursday P.E. and Health Lesson Plans</p> <p><u>Mini lesson:</u> (P.E.) Students will enter gym and sit down in their personal space. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p><u>Warm-up:</u> (P.E.) Students will complete four different warm-up stations. Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p><u>Mini lesson (Health/Citizenship/Employability Traits):</u> Character word of the week on PowerPoint: nonviolence DOK #1: Define the meaning of the word nonviolence. DOK #2: Compare and contrast nonviolence with violence.</p> <p><u>Mini Lesson: (Health):</u> Students will look at slide about the importance of exercising with your family.</p> <p><u>Mini lesson: (KY Career Cluster):</u> I will show the students the career cluster poster and introduce students to careers within Law, Public Safety, Corrections, and Security. Review the content discussed from the previous Monday's guest speaker.</p> <p><u>P.E. Activity #1:</u> Primary (K-2nd) NO HANDS</p>	<p><u>Daily Assessment:</u></p> <p>X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p><u>Formative and Summative Assessments</u></p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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National Standards (NASPE)
See attached lesson plans for
NASPE standards!

Four to six players practice moving a large Omnikin ball, without using their arms or hands, preventing it from touching the ground. Techniques can include use of the head, the back, the chest or the feet.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Have students come up with a different way to play the game "No Hands".

Assessments/Exit Slip: DOK 1: Explain how to play the game "No Hands". DOK 2: Compare and contrast the game "No Hands" with Big Ball Tag.

P.E. Activity #2 Primary (K-2nd) Butterfly Net:

Students pair up and share one hula hoop. Ball is placed within one hoop, and one player kicks the ball into the air (be sure it is kicked straight up!). Another pair must catch the ball with the hoop before it hits the floor. The object is to make as many catches as possible before the ball is dropped. Both hands must be in contact with the hoop at all times. A team must wait 2 turns before it can catch the ball again. Variations include play off a wall or allowing one bounce. You can make this game more competitive by calling colors of hoops or forming teams, etc.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Have students brainstorm and then come up with a different way to play this game.

Assessments/Exit Slip: DOK 2: Compare and contrast the game "basketball" and "Butterfly Net".

P.E. Activity #3: Primary (K-2nd) Kin-ball Sport/Popcorn, See attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many times can you play this game without allowing the ball to hit the ground or go out of bounds?

Assessments/Exit Slip: DOK 1: How did your group work together to make this activity fun? DOK 2: Compare and contrast the game "temple of doom" and "popcorn".

P.E. Activity #1: Intermediate (3rd-5th) Kin-ball Sport (World Games), see attached lesson plan.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many points can you score before the signal? How few faults? **Assessments/Exit Slip:** DOK #1: Explain how to play the game Kin-ball. DOK #2: Compare and contrast "Kin-ball and (choose a sport, ex. Basketball, volleyball, football, baseball).

Mini lesson (Careers): Students will watch a brainpopjr.com video titled "Going to the Dentist". (K-2nd). DOK 2: Compare and contrast going to the dentist with going to the doctor. Students will watch a video from brainpop.com titled (3rd-5th)

Review & Rewarding Positive Behaviors: Mr. Kuhn will pass out green tickets. I will review key vocabulary from the lesson.

(1) FRIDAY P.E. & Health Lesson Plan:

Review & Rewarding Appropriate Behavior: I will pass out green tickets and review key concepts and vocabulary.

Date: Friday, November 2, 2018

Topics: Tag, flee, Rock, Paper, Scissors, Throwing at a target

Vocabulary: see attached lesson plan

I can statements: I can correctly act out an animal with the intent of winning a game. **PL-4 (5)-PS-S-2 (2-5th)**
I can throw a ball at a target and hit the target. **PL-4 (5)-PS-S-2 (2nd-5th)**
Primary Grades (K-1st): See attached lesson plans for I can statements.

Large group instruction: Students will sit on the floor and will spend a few minutes reviewing concepts learned earlier this week in PE.

Warm-up: Students will run 3 laps and will dance along with one or two Just Dance songs on the Activboard.

KDOE: Practical Living

(P.E.): Academic

Standards 2.34: P.E.:

Students perform physical movement's skills effectively in a variety of settings.

NASPE Standards: See attached lesson plans!

P.E. Activity #1 Bear, Fish, Mosquito (2nd-5th)

Bear Fish Mosquito (variation on Rock Paper Scissors Competition) This works just like the Rock Paper Scissors Competition except your Rock Paper and Scissors are different. The Bear eats the Fish, who eats the Mosquito, who bites the Bear and gives it malaria. Players stand back to back and reveal their character on "GO": • Bear: Raise your arms above your head, make clawed bear paws with your hands, and growl "RAWRRR!" • Fish: Put your hands above your head, palms together, and shimmy your body and hips (it's even better if you can make a fish face at the same time) • Mosquito: Clasp your hands in front of your chest with your fingers laced. Stick out your pointer fingers together (to create the stinger) and make a buzzing noise, moving your hands as if the mosquito were buzzing about.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Students will brainstorm unique ways to change the gameplay of the game.

Assessments/Exit Slip: Students correctly played Bear, Fish, Mosquito. DOK 2: Compare and contrast tradition Rock, Paper, Scissors and BFM.

P.E. Activity #2: Target Ball (2nd-5th) Divide students into 4 teams. Students will take turns throwing a ball at the target ball. If the target ball crosses the teams boundary line that team loses a point. The team with the lowest score wins.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: The size of the target ball will be changed for greater difficulty.

Assessments/Exit Slip: Students correctly played target ball while demonstrating good sportsmanship. DOK 2: Compare and contrast target ball and Castleball.

P.E. Activity #1: No More Monkeys... (Open Curriculum, Personal and Social Responsibility K-1st) See attached lesson plans for differentiated instruction and assessment/exit slip information.

P.E. Activity #2: Hula Hoop 1 & 2 (Open Curriculum, Locomotor and Movement Skills K-1st) See attached lesson plans for differentiated instruction and assessment/exit slip information.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Students will brainstorm a variation of a way to play these hula hoop games differently.

Assessments/Exit Slip: Students correctly used the hula hoop in a variety of ways. DOK 2: Compare and contrast using a hula hoop and a ball.

****Emergency Drills:** Open the door on the rolling cart.

On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.

Drills:

- **Fire drills: exit following the emergency exit plan & close doors (prevents spread of flames)
- **Earthquake drills: doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers
- **Lockdown drills: Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.
- **Tornado drills: File into the hallway, head covered....this will take some maneuvering with class sizes that have changed.
- **Evacuation drills: We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.
- **Emergency kits **MUST** go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.

Notes and Anecdotal records:

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

NO MORE MONKEYS...

STUDENT TARGETS

- **Skill:** I will demonstrate jumping and landing, following the teaching cues given in class.
- **Cognitive:** I will listen to and safely follow all directions without any help from the teacher.
- **Fitness:** I will stay safely active during No More Monkeys.
- **Personal & Social Responsibility:** I will use equipment and space within the activity area appropriately in order to keep my classmates and myself safe.

TEACHING CUES

Traveling Cues

- Skip
- Jump
- Find a New Bed

Jumping Cues

- Bend to Get Ready
- Extend Up
- Stretch for the Sky
- Bend to Land Soft

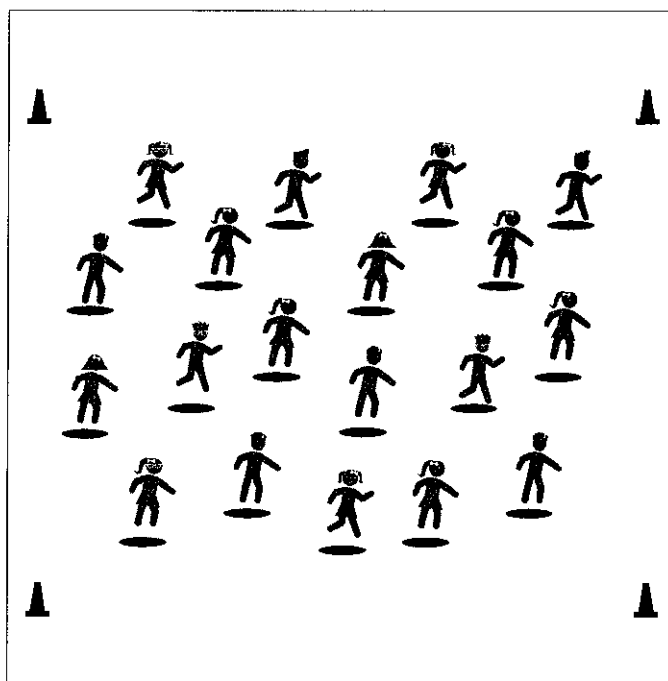
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 poly spot per student

Set-Up:

1. Scatter poly spots throughout a large activity area.
2. Each student to a poly spot.



Activity Procedures:

1. Raise your hand if you know the song *10 Little Monkeys*. It's not safe to jump on a real bed like the monkeys in the song do. To be safe, we're going to pretend that our poly spots are beds...and we're monkeys!
2. On the start signal, everyone is going to skip to find a new bed to jump on. When you get to a new bed, jump with 2 feet onto the spot and sing, "10 little monkeys jumping on the bed..."
3. When you're done with the song, skip to another bed and sing, "9 little monkeys jumping on the bed..." Continue skipping, jumping and singing until you get all the way down to 1 little monkey.
4. After you finish singing for 1 little monkey, sit crisscross on the final bed that you jumped on and sing, "No more monkeys jumping on the bed!"

Grade Level Progression:

K: Create a circle with the poly spots. Sing and then rotate as a class.

1st: Play the game as described above.

2nd: After students demonstrate the basic activity, give them a ball to dribble from one spot to the next.

NO MORE MONKEYS...

CHALLENGE PROGRESSIONS

- Change the locomotor skill used for traveling between spots.
- Give students a manipulative item to dribble/control while moving between spots.

MODIFICATIONS

Students walk between spots and/or allow student to bounce on spots without jumping.

ACADEMIC LANGUAGE

Safety, Take Turns, Appropriately, Jump, Personal Responsibility

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E4.1-2]** Demonstrates two of the five critical elements for jumping and landing in a vertical plane (1); Demonstrates four of the five critical elements for jumping and landing in a vertical plane (2).
- **Standard 2 [E2.1b]** Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (1b).
- **Standard 3 [E2.K-2]** Actively participates/engages in physical education class (K-1); ...in response to instruction and practice (2).
- **Standard 4 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF QUESTIONS

- **DOK 1:** What does safety mean? How can you recognize safe behavior?
- **DOK 2:** How does following directions affect safety in physical education?
- **DOK 3:** What would happen during the activity No More Monkeys if someone in our class was not being safe?
- **DOK 1:** What do you know about personal responsibility?
- **DOK 2:** How can you demonstrate personal responsibility when you're working with physical education equipment?
- **DOK 3:** How is personal responsibly related to success in school?

TEACHING STRATEGY FOCUS

Preview new content: Many students have heard the song *10 Little Monkeys*. Before beginning this activity, talk about the song and ask students if the monkeys were being safe. What facts tell us that the monkeys weren't being safe? Now as you begin and complete the activity, students will have access to prior knowledge, allowing them to analyze their own performance and behavior.

Hula Hoop 1

STUDENT TARGETS

- 🎯 **Skill:** I will work to maintain my balance during all movement activities.
- 🎯 **Cognitive:** I will define and discuss balance.
- 🎯 **Fitness:** I will work to increase my heart rate during movement activities.
- 🎯 **Personal & Social Responsibility:** I will work safely by following all instructions.

TEACHING CUES

- 🎯 Work Safely
- 🎯 Respect Self-Space
- 🎯 Actively Engage
- 🎯 See *Skill Cue Teach Sheets for Skill-Specific Cues*

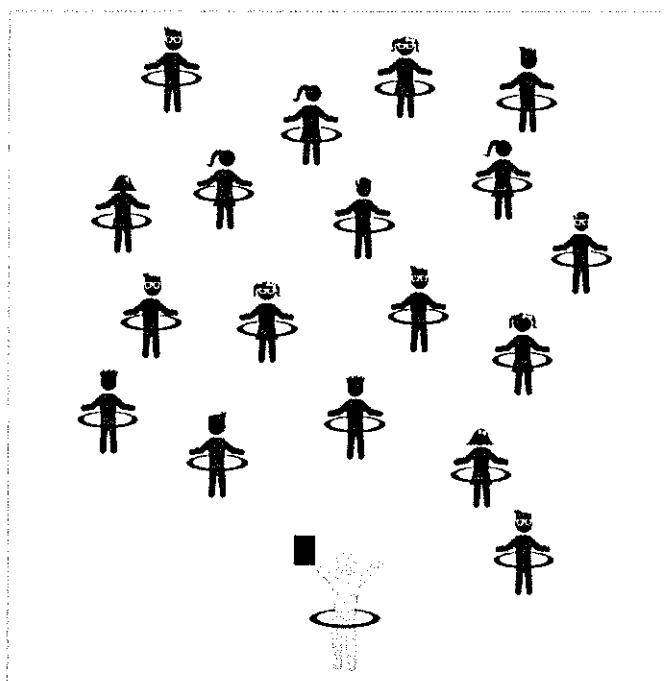
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 🎯 1 Hula Hoop per student
- 🎯 Hula Hoop Activity Card
- 🎯 Up-tempo music

Set-Up:

1. Students scattered in activity area, each with a Hula Hoop.
2. Hula Hoop Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have fun exploring movement with Hula Hoops.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Puddles; 2) Walk Around the World; 3) Cliff Hanger; 4) Blast Off; 5) Musical Hoops.

Grade Level Progression:

K: Focus on jumping and landing actions while maintaining balance.

1st: Prompt students to perform jumping and landing with developing maturity, focusing on critical elements.

2nd: Prompt students to focus on mature patterns for all locomotor skills used.



Hula Hoop 1

CHALLENGE PROGRESSIONS

- Prompt students to create their own movements and challenges to share with the class.

MODIFICATIONS

- Many of the hoop challenges can be done with a flat poly spot.

ACADEMIC LANGUAGE

Balance, Horizontal, Jump, Level, Locomotor Skill, Pathways, Safety, Transfer of Weight, Vertical

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E1.K-2]** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (K); Hops, gallops, jogs and slides using a mature pattern (1); Skips using a mature pattern (2).
- **Standard 1 [E4.K-2]** Performs jumping and landing actions with balance (K); Demonstrates two of the five critical elements for jumping & landing in a vertical plane (1); Demonstrates four of the five critical elements for jumping & landing in a vertical plane (2).
- **Standard 1 [E7.K-1]** Maintains momentary stillness on different bases of support (Ka); Forms wide, narrow, curled, and twisted body shapes (Kb); Maintains stillness on different bases of support with different body shapes (1).
- **Standard 2 [E2.K-2]** Travels in three different pathways (K); Travels demonstrating low, middle and high levels (1a); Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (1b); Combines shapes, levels and pathways into simple travel sequences (2).
- **Standard 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (S4.E3.2).

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe balance?
- **DOK 2:** How does balance affect the way you move?
- **DOK 3:** How can you change the way you move or stand still in order to improve (or keep) your balance?

TEACHING STRATEGY FOCUS

Help students engage in cognitively complex tasks: As students progress and experience a variety of movement experiences it's helpful to ask them to verbally and physically respond to discussion questions. "How does balance affect the way you move?" leads to, "Show me how you can change the way that you move (or stand still) in order to improve (or lose) your balance."



ACTIVITY CARD

JUGGLING SCARF

Activity Name	Description	Outcome Focus
Shapes & Directions	<ul style="list-style-type: none"> Scarf in front of body, make giant clockwise circles. Scarf over head, make small counterclockwise circles. Scarf out to the right side, make a square. Scarf out to the left side, make a triangle. Switch hands and repeat all of the above. 	Understands Directions and Relationships with Objects
Locomotor Moves	<ul style="list-style-type: none"> Scarf like a horse's tail, gallop in open space. Scarf scrunched like a rabbit's tail, jump in open space. Fold in half like a deer's short tail, leap in open space. Scarf long like a cheetah's tail, run in open space. 	Performs Locomotor Skills
Levels	<ul style="list-style-type: none"> Waive scarf at a high level, skip in open space. Waive scarf at a medium level, side-slide in open space. Waive scarf at a low level, walk in open space. 	Travels Demonstrating Low, Middle, and High Levels
Pathways	<ul style="list-style-type: none"> Hold scarf in front, draw a straight pathway in the air. Draw a curved pathway like a rainbow. Draw a zig-zag pathway. Now use each of these pathways to march in open space. 	Travels in 3 Different Pathways
Letters & Numbers	<ul style="list-style-type: none"> The scarf is a pen. Write the letters of the alphabet in the air. Write words from our word wall. Write numbers. Write the answers to math questions that I ask. 	Academic Integration
Tail Tag	<ul style="list-style-type: none"> Tuck scarf 2 or 3 inches into your belt loop or waistband. On the start signal, try to pull off others' tails without your tail being pulled. If you pull a tail, hand it right back to the person you pulled it from. They will do 5 jumping jacks and then get right back in the game. Start at a speed walk pace (can progress to a run). 	Demonstrates Locomotor Skills Using Mature Patterns
Toss & Catch	<ul style="list-style-type: none"> Experiment with different ways of tossing and catching 1 scarf (e.g., low/high, different body parts, spin and catch). Move to the rhythm of the music. 	Moves in Self-Space in Response to a Rhythm
Toss Two	<ul style="list-style-type: none"> Hold 1 scarf in each hand. Experiment with different ways of tossing and catching 2 scarves. Move to the rhythm. 	Moves in Self-Space in Response to a Rhythm
Partner Mirror	<ul style="list-style-type: none"> Face a partner. One partner is a performer, the other is a mirror. Emphasize slow and controlled movements. Move to the rhythm. 	Differentiates Between Self and General Space
Partner Lead	<ul style="list-style-type: none"> It's a 2 person parade. Line up and then follow the leader in the activity area. Waive each scarf like a flag. Move to the rhythm. On signal, change locomotor skills. 	Moves in General Space/Combines Locomotor Skills to a Rhythm
Partner Juggle	<ul style="list-style-type: none"> Face each other. Start with 1 scarf each. Both partners toss across to each other at the same time. Progress to 2 scarves each. Move to the rhythm. 	Moves in Self and General Space to a Rhythm
Group Juggle	<ul style="list-style-type: none"> In groups of 3 to 5, each student with 1 scarf. On start signal, toss to the student on your right. Quickly catch the scarf coming from your left, then repeat. Move to the rhythm. 	Moves in Self and General Space to a Rhythm



ACTIVITY GARDEN

BEAN BAG

Activity Name	Description	Outcome Focus
Locomotor Moves	With bean bag on the floor in personal space: <ul style="list-style-type: none"> Walk around the activity area and count all of the bean bags. Jog in the area. On signal, freeze and point to any beanbag. Gallop in the area. Freeze, listen for a color, and then find a beanbag that color and touch it with your toe. Leap over beanbags in area. Slide (jump, hop, skip) in the area. When music stops, find a new bean bag and stand on it. 	Travels in Relationship with Objects
Toss and Try	Toss bean bag straight up and then: <ul style="list-style-type: none"> Clap 1 time before it hits the floor. Clap 1 time and then try to catch it. Clap as many times as you can before it hits the floor. Clap as many times as you can and then try to catch it. Toss with right hand only (repeat tasks above) Toss with left hand only (repeat tasks above) Toss and turn 360 degrees before the bean bag hits the floor. Start with the beanbag on top of your foot. Flip it into the air and try to catch it. 	Catches a Soft Object
Super Moves	With bean bag on the floor: <ul style="list-style-type: none"> Stretch your body and log roll over it back and forth. Start low like a frog, and then jump over it backward and forward; side-to-side. Sit on the floor. Stretch and curl by picking the beanbag up with your feet, reaching and touching it with your hands, and then stretching and setting it back down. 	Demonstrates Twisting, Bending, Stretching
Balancing Act	With bean bag balancing on head, shoulders, or back: <ul style="list-style-type: none"> Balance on one foot. Shift to balance on the other foot. Sit and then stand again. If the beanbag falls, try again. In plank position, slowly slide your feet around in a circle. 	Weight Transfer and Balance/Stability
Slow and Fast	<ul style="list-style-type: none"> Use your foot to slowly slide the bean bag around the activity area. Slide the bean bag on the ground, back and forth from hand to hand. How fast can you make the bean bag slide while keeping it under control? 	Differentiates between fast and slow speeds and strong and light force.
Target Practice	Each student finds a spot on the wall as a target (e.g., a brick, piece of paper, etc.) Toss the bean bag underhand to: <ul style="list-style-type: none"> Hit the center of the target. Hit the edges of the target. Hit just above (below, to the sides) of the target. 	Throws Underhand Using a Mature Pattern
Partner Fun	Using 1 beanbag per pair: <ul style="list-style-type: none"> Toss and catch the bean bag. Slide it back and forth on the ground. Pass it back and forth like a soccer ball, using your feet. Try all of the above using 2 bean bags 	Working With Others

ACTIVITY BOARD

HAND SKILLS

Activity Name	Description	Outcome Focus
Toss and Try	<p>With ball in personal space:</p> <ul style="list-style-type: none"> • Bounce the ball and catch it. • Toss the ball up and catch it. • Toss the ball up, clap and catch it. • Toss and catch with the right hand only. • Toss and catch with the left hand only. • Toss from hand to hand. 	Catches a soft object/ball from a self-toss.
Sorta Sporty	<ul style="list-style-type: none"> • Dribble with hands and then feet, moving in different pathways. • Shoot like a basketball so it arcs and lands right in front of your feet. • Bowl (roll) the ball against the wall. • Toss against the wall and catch on a bounce off the floor; without a bounce. • Kick against the wall so it bounces straight back to you. 	Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects
Rolling Around	<p>Standing, roll the ball around your body:</p> <ul style="list-style-type: none"> • In a circle, clockwise around both feet together; counterclockwise. • Back and forth in front of the body; behind the body. • In a circle around 1 leg and then the other. <p>On the floor:</p> <ul style="list-style-type: none"> • In plank position, back and forth from hand-to-hand. • In sit-up position, between feet and then up overhead. 	Transfers Weight, Changes Directions and Understands Relationships with Objects
Partner Passes	<p>With a partner:</p> <ul style="list-style-type: none"> • Roll the ball back and forth. • Bounce the ball to each other. Try light and strong bounces. • Toss and catch with an underhand throw. • Toss the ball high and jump to make a catch. • Toss the ball low and bend to make a catch. 	Throws Underhand Using a Mature Pattern, Catches a Well-Thrown Ball with Hands, Works with Others
Double Trouble	<p>With a partner, each partner with a ball:</p> <ul style="list-style-type: none"> • Roll the balls at the same time so they crash into one another. • Roll the balls at the same time so they pass each other and make it to the opposite side. • One partner bounce passes, the other tosses across. • Mirror: One partner moves the ball in personal space while the other mirrors the movements. • Follow the leader: With one partner in front and the other in back, the front partner will move through the activity area performing ball "tricks" while the other follows and copies the movements. 	Differentiates Between Self and General Space, Works with Others

ACTIVITY CARD

HULA HOOP

Activity Name	Description	Outcome Focus
Puddles	Lay the hoop flat on the ground. <ul style="list-style-type: none"> • Jump in and out of the hoop with a balanced landing. • Hop in and out of the hoop. • Gallop, skip, jog around the hoop. 	Demonstrates Locomotor Skills (Including Jumping) Using Mature Patterns in Relationship to Objects
Walk Around the World	Lay the hoop flat on the ground. <ul style="list-style-type: none"> • Placing hands in the hoop with feet on the outside. • Transfer weight from hand to hand as you walk your feet around the outside of the hoop. 	Transfers Weight from One Body Part to Another in Self-Space
Cliff Hanger	Lay the hoop flat on the ground. <ul style="list-style-type: none"> • Slowly balance on the hoop and walk all the way around the edge. 	Travels Demonstrating a Variety of Relationships with Objects
Blast Off	Hold the hoop over your head so you can look up and out of the hoop's center. <ul style="list-style-type: none"> • Count down from 5 to 0 and then drop the hoop while holding your hands and arms together in a rocket pose. It's a successful launch if the hoop doesn't touch any part of your body. 	Forms Wide and Narrow Body Shapes
Musical Hoops	Everyone's hoops are laying flat on the ground. <ul style="list-style-type: none"> • When the music starts, gallop (hop, jump, skip) in open space without stepping on or in any hoops. When the music stops, walk to a hoop and step inside it. It's okay to share hoops with your classmates. Teachers, play 8 rounds using all locomotor skills. Take away 1 hoop after each round to encourage students to share and cooperate. 	Demonstrates Locomotor Skills (Including Jumping) Using Mature Patterns in Relationship to Objects, Shares and Works with Others
Shuffle Around	Lay the hoop flat on the ground. <ul style="list-style-type: none"> • With both feet inside the hoop, shuffle your hoop around the area. Move using different pathways. 	Travels in Three Different Pathways
Bus Driver	Hold the hoop out in front of you like a steering wheel. <ul style="list-style-type: none"> • Safely drive around the activity area at a walking speed. • Listen for "Navigation Instructions" from the teacher (e.g., forward, back, right, left, clockwise, zigzag, etc.). 	Differentiates Between Movement in Personal and General Space, Travels in Different Pathways and Directions
Helicopter	Hold the hoop up over your head like the propellers on a helicopter. <ul style="list-style-type: none"> • Safely fly around the activity area on your tip toes. • Slowly come in for a landing so that you're sitting with your legs crisscrossed. • Take off again and listen for "Navigation Instructions" from the teacher. 	Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects
Lucky Coin	Spin the hoop like a coin in your own personal space.	Moves in Self Space
Balancing Act	Lay the hoop flat on the ground. <ul style="list-style-type: none"> • Perform different balances inside the hoop (e.g., stand on 1 leg, switch legs, 1 foot inside and 2 hands outside, 1 hand inside and 2 feet outside, etc.) 	Maintains Stillness/Balances on Different Bases of Support